

**Texas Education Agency  
Standard Application System (SAS)**

**2014–2016 Educator Excellence Innovation Program**

|                               |  |  |
|-------------------------------|--|--|
| <b>Program authority:</b>     | General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature  | <b>FOR TEA USE ONLY</b><br>Write NOGA ID here:<br><br>Place date stamp here:<br><div style="text-align: right; transform: rotate(90deg);">             RECEIVED<br/>             TEXAS EDUCATION AGENCY<br/>             2014 JUN 23 PM 4:18<br/>             DOCUMENT CONTROL CENTER           </div> |
| <b>Grant period:</b>          | April 1, 2014, to August 31, 2016  |  |
| <b>Application deadline:</b>  | 5:00 p.m. Central Time, Thursday, January 23, 2014   |  |
| <b>Submittal information:</b> | Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:<br><div style="text-align: center;">           Document Control Center, Division of Grants Administration<br/>           Texas Education Agency<br/>           1701 North Congress Ave<br/>           Austin TX 78701-1494         </div> |  |
| <b>Contact information:</b>   | Tim Regal: <a href="mailto:Tim.Regal@tea.state.tx.us">Tim.Regal@tea.state.tx.us</a><br>(512) 463-0961  |  |

**Schedule #1—General Information**

**Part 1: Applicant Information**

|   |                           |  |                            |
|---|---------------------------|--|----------------------------|
| Organization name<br><b>Belton Independent School District</b>    | Vendor ID #               | Mailing address line 1<br><b>P. O. Box 269</b> |                            |
| Mailing address line 2  | City<br><b>Belton</b>     | State<br><b>TX</b>                             | ZIP Code<br><b>76513</b>   |
| County-<br>District #    Campus number and name<br><b>014-903</b> | ESC Region #<br><b>12</b> | US Congressional<br>District #<br><b>31</b>    | DUNS #<br><b>077617967</b> |

**Primary Contact**

|                                    |   |                               |                                |
|------------------------------------|---|-------------------------------|--------------------------------|
| First name<br><b>Susan</b>         | M.I.<br><b>K</b>  | Last name<br><b>Kincannon</b> | Title<br><b>Superintendent</b> |
| Telephone #<br><b>254-215-2002</b> | Email address<br><a href="mailto:susan.kincannon@bisd.net">susan.kincannon@bisd.net</a> |                               | FAX #<br><b>254-215-2001</b>   |

**Secondary Contact**

|                                    |   |                             |                                     |
|------------------------------------|---|-----------------------------|-------------------------------------|
| First name<br><b>Ed</b>            | M.I.  | Last name<br><b>Braeuer</b> | Title<br><b>Asst. Supt. C&amp;I</b> |
| Telephone #<br><b>254-215-2026</b> | Email address<br><a href="mailto:ed.braeuer@bisd.net">ed.braeuer@bisd.net</a> |                             | FAX #<br><b>254-215-2027</b>        |

**Part 2: Certification and incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

|                                    |   |                               |                                |
|------------------------------------|---|-------------------------------|--------------------------------|
| First name<br><b>Susan</b>         | M.I.<br><b>K</b>  | Last name<br><b>Kincannon</b> | Title<br><b>Superintendent</b> |
| Telephone #<br><b>254-215-2002</b> | Email address<br><a href="mailto:susan.kincannon@bisd.net">susan.kincannon@bisd.net</a> |                               | FAX #<br><b>254-215-2001</b>   |
| Signature (blue ink preferred)     |   |                               | Date signed                    |

  
 Only the legally responsible party may sign this application.

**1/23/14**

**Schedule #1—General Information (cont.)**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name   | Application Type                    |                          |
|------------|---|-------------------------------------|--------------------------|
|            |   | New                                 | Amended                  |
| 1          | General Information   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2          | Required Attachments and Provisions and Assurances          | <input checked="" type="checkbox"/> | N/A                      |
| 4          | Request for Amendment                                       | N/A                                 | <input type="checkbox"/> |
| 5          | Program Executive Summary                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6          | Program Budget Summary                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7          | Payroll Costs (6100)  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8          | Professional and Contracted Services (6200)                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9          | Supplies and Materials (6300)                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10         | Other Operating Costs (6400)                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11         | Capital Outlay (6600/15XX)                                  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12         | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13         | Needs Assessment  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14         | Management Plan   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15         | Project Evaluation  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16         | Responses to Statutory Requirements                         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17         | Responses to TEA Requirements                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| #   | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|----------------|--|
| No fiscal-related attachments are required for this grant.  |                |  |
| No program-related attachments are required for this grant. |                |  |
| <b>Part 2: Acceptance and Compliance</b>                    |                |  |

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| <b>X</b> | <b>Acceptance and Compliance</b>   |
|----------|--|
| <b>x</b> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .  |
| <b>x</b> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .  |
| <b>x</b> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.  |
| <b>x</b> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 014-903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| #  | Provision/Assurance   |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.   |
| 3. | Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.  |
| 4. | Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.  |
| 5. | The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.   |
| 6. | Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.   |
| 7. | Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.  |

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**Schedule #4—Request for Amendment**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

|    |                                     |                          | A   | B                 | C               | D                  |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| #  | Schedule #                          | Class/<br>Object<br>Code | Grand Total from<br>Previously<br>Approved Budget | Amount<br>Deleted | Amount<br>Added | New Grand<br>Total |
| 1. | Schedule #7: Payroll                | 6100                     | \$  | \$                | \$              | \$                 |
| 2. | Schedule #8: Contracted Services    | 6200                     | \$  | \$                | \$              | \$                 |
| 3. | Schedule #9: Supplies and Materials | 6300                     | \$  | \$                | \$              | \$                 |
| 4. | Schedule #10: Other Operating Costs | 6400                     | \$  | \$                | \$              | \$                 |
| 5. | Schedule #11: Capital Outlay        | 6600/<br>15XX            | \$  | \$                | \$              | \$                 |
| 6. | Total direct costs:                 |                          | \$  | \$                | \$              | \$                 |
| 7. | Indirect cost ( %):                 |                          | \$  | \$                | \$              | \$                 |
| 8. | Total costs:                        |                          | \$  | \$                | \$              | \$                 |

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**Schedule #4—Request for Amendment (cont.)**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Part 4: Amendment Justification**

| Line # | # of Schedule Being Amended | Description of Change | Reason for Change |
|--------|-----------------------------|-----------------------|-------------------|
| 1.     |                             |                       |                   |
| 2.     |                             |                       |                   |
| 3.     |                             |                       |                   |
| 4.     |                             |                       |                   |
| 5.     |                             |                       |                   |
| 6.     |                             |                       |                   |
| 7.     |                             |                       |                   |

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**Schedule #5—Program Executive Summary**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

# PROJECT

*Support • Sustain • Succeed* 

The Belton Independent School District (BISD) is a fast-growth district in Central Texas consisting of 14 schools serving a diverse population of 10,343 students in grades PK-12, up from 8,837 students in 2010. The District's economically disadvantaged population is 50.28%, up from 46.8% in 2010. District demographic data reflect 44.92% At-Risk students, and 6.91% English Language Learners (ELL). In order to better serve the needs of our increasingly diverse student body, BISD has made a commitment to recruit, prepare, and retain a highly qualified and diverse faculty. With that goal in mind, the District provides stipends for master degreeed, special education and bilingual teachers, and professional development and instructional coaching for teachers. BISD grew by 40% during the last Census period and 17.7% over the last few years resulting in 4 new schools and 377 additional employees. Data also show that BISD receives approximately \$155 less per student than the state average. **With our rapidly increasing enrollment and numbers of economically disadvantaged students plus the demands of more rigorous state assessments, the District continues to struggle to recruit, retain and prepare highly skilled, experienced teachers in order to reach our vision of preparing every student to excel.**

The District has planned the **Support, Sustain, Succeed Project as a means of improving the student achievement of students at high-need campuses.** The Project includes four components: (1) recruitment, retention and preparation of teachers at the five high-need campuses with the implementation of an innovative compensation plan; (2) focused mentoring and induction of teachers at high-need campuses with the addition of 18 part-time mentor teachers; (3) increased coordination and supervision of the instructional coaching/teacher mentoring program with the addition of a Project Director; and (4) increased quality of mentor and instructional coach expertise with extensive, research-based training. This support would result in a more stable and skilled staff for high-need schools thereby addressing the overarching goal of increasing the academic success of our lowest achieving students.

The Project is planned as a means of improving the academic achievement of students at five high-need campuses with an economically disadvantaged student population of 70% or higher. The Project will be conducted at South Belton Middle School (70% economically disadvantaged), Southwest Elementary (88.32% economically disadvantaged), Miller Heights Elementary (84.09% economically disadvantaged), Tyler Elementary (81.53% economically disadvantaged), and Belton Early Childhood School (81.32% economically disadvantaged). The Project will serve approximately 2,533 students and include 127 teachers.

This proposal would expand and enhance the services of the District's existing 12 instructional coaches in order to promote improved instruction for students at high-need campuses. All 12 coaches are actively working to improve classroom instruction, and they are assigned to serve in areas of their content expertise. They have participated in training in mentoring, reflective discussions, non-evaluative feedback, and other critical areas of instructional coaching. The addition of 18 part-time mentor teachers will expand support for teachers. These instructional coaches and mentor teachers will receive a minimum of three additional days of summer professional development on instructional coaching strategies. In addition, teachers at the high-need campuses will receive four days of content-specific and pedagogical training during the school year. Substitute teaching costs will be budgeted to provide additional time for mentors to collaborate with novice teachers and for peer observations during the school day. Mentor teachers will conduct teacher and student interviews, review artifacts and conduct classroom observations to ensure and assess the effectiveness of instruction, thereby resulting in improved student achievement.

The Project is budgeted at \$1,000,000 annually with a full amount of \$2,000,000 over a two-year period. Of this total, the full amount of \$2,000,000 is requested.

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# Texas Education Agency Standard Application System (SAS)

| Schedule #6—Program Budget Summary   |   |                          |                           |                                    |                         |                           |                       |                         |  |
|--|---|--------------------------|---------------------------|------------------------------------|-------------------------|---------------------------|-----------------------|-------------------------|--|
| County-district number or vendor ID: <b>014-903</b>  |   |                          |                           | Amendment # (for amendments only): |                         |                           |                       |                         |  |
| Program authority: General Appropriations Act, Article III, Rider 47, 83 <sup>rd</sup> Texas Legislature |   |                          |                           |                                    |                         |                           |                       |                         |  |
| Project period: April 1, 2014, through August 31, 2016   |   |                          |                           |                                    |                         |                           |                       |                         |  |
| Fund code: 429   |   |                          |                           |                                    |                         |                           |                       |                         |  |
| Part 1: Budget Summary   |   |                          |                           |                                    |                         |                           |                       |                         |  |
| Schedule #   | Title                                       | Class/<br>Object<br>Code | Year 1 (4/1/14 – 8/31/15) |                                    |                         | Year 2 (9/1/14 – 8/31/16) |                       |                         |  |
|  |   |                          | Direct Program<br>Costs   | Direct Admin<br>Costs              | Total Budgeted<br>Costs | Direct Program<br>Costs   | Direct Admin<br>Costs | Total Budgeted<br>Costs |  |
| Schedule #7  | Payroll Costs (6100)                        | 6100                     | \$890,548                 | \$72,712                           | \$963,260               | \$892,632                 | \$74,798              | \$967,430               |  |
| Schedule #8  | Professional and Contracted Services (6200) | 6200                     | \$24,000                  | \$                                 | \$24,000                | \$21,000                  | \$                    | \$21,000                |  |
| Schedule #9  | Supplies and Materials (6300)               | 6300                     | \$3,740                   | \$                                 | \$3,740                 | \$2,570                   | \$                    | \$2,570                 |  |
| Schedule #10   | Other Operating Costs (6400)                | 6400                     | \$9,000                   | \$                                 | \$9,000                 | \$9,000                   | \$                    | \$9,000                 |  |
| Schedule #11   | Capital Outlay (6600/15XX)                  | 6600/<br>15XX            | \$                        | \$                                 | \$                      | \$                        | \$                    | \$                      |  |
| Total direct costs:  |   |                          | \$                        | \$                                 | \$                      | \$                        | \$                    | \$                      |  |
| Percentage% indirect costs (see note):   |   |                          | N/A                       | \$                                 | \$                      | N/A                       | \$                    | \$                      |  |
| Grand total of budgeted costs (add all entries in each column):  |   |                          | \$927,288                 | \$72,712                           | \$1,000,000             | \$925,202                 | \$74,798              | \$1,000,000             |  |
| Administrative Cost Calculation  |   |                          |                           |                                    |                         |                           |                       |                         |  |
| Enter the total grant amount requested:  |   |                          | Year 1                    |                                    |                         | Year 2                    |                       |                         |  |
|  |   |                          | \$1,000,000               |                                    |                         | \$1,000,000               |                       |                         |  |
| Percentage limit on administrative costs established for the program (10%):                              |   |                          | x .10                     |                                    |                         | x .10                     |                       |                         |  |
| Multiply and round down to the nearest whole dollar. Enter the result.                                   |   |                          |                           |                                    |                         |                           |                       |                         |  |
| This is the maximum amount allowable for administrative costs, including indirect costs:                 |   |                          | \$100,000                 |                                    |                         | \$100,000                 |                       |                         |  |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency  
Standard Application System (SAS)**

| Schedule #7—Payroll Costs (6100)                    |  |   |                                    |                  |  |
|---|--|---|------------------------------------|------------------|--|
| County-district number or vendor ID: <b>014-903</b> |  |   | Amendment # (for amendments only): |                  |  |
| Employee Position Title                             | Estimated # of Positions 100% Grant Funded   | Estimated # of Positions <100% Grant Funded | Year 1                             | Year 2           |  |
| <b>Academic/Instructional</b>                       |  |   |                                    |                  |  |
| 1 Teacher   |  |   | \$                                 | \$               |  |
| 2 Educational aide                                  |  |   | \$                                 | \$               |  |
| 3 Tutor   |  |   | \$                                 | \$               |  |
| <b>Program Management and Administration</b>        |  |   |                                    |                  |  |
| 4 Project director                                  |  |   |                                    |                  |  |
| 5 Project coordinator                               | 1  |   | \$68,000                           | \$70,040         |  |
| 6 Teacher facilltator                               |  |   | \$                                 | \$               |  |
| 7 Teacher supervisor                                |  |   | \$                                 | \$               |  |
| 8 Secretary/administrative assistant                |  |   | \$                                 | \$               |  |
| 9 Data entry clerk                                  |  |   | \$                                 | \$               |  |
| 10 Grant accountant/bookkeeper                      |  |   | \$                                 | \$               |  |
| 11 Evaluator/evaluation specialist                  |  |   | \$                                 | \$               |  |
| <b>Auxiliary</b>                                    |  |   |                                    |                  |  |
| 12 Counselor  |  |   | \$                                 | \$               |  |
| 13 Social worker                                    |  |   | \$                                 | \$               |  |
| 14 Community liaison/parent coordinator             |  |   | \$                                 | \$               |  |
| <b>Other Employee Positions</b>                     |  |   |                                    |                  |  |
| 15 Mentor Teacher                                   |  | 18  | \$450,000                          | \$463,500        |  |
| 16 Title  |  |   | \$                                 | \$               |  |
| 17 Title  |  |   | \$                                 | \$               |  |
| 18  | Subtotal employee costs:   |   | \$518,000                          | \$533,540        |  |
| <b>Substitute, Extra-Duty Pay, Benefits Costs</b>   |  |   |                                    |                  |  |
| 19 6112 Substitute pay                              |  |   | \$14,000                           | \$7,000          |  |
| 20 6119 Professional staff extra-duty pay           |  |   | \$353,500                          | \$349,000        |  |
| 21 6121 Support staff extra-duty pay                |  |   | \$                                 | \$               |  |
| 22 6140 Employee benefits                           |  |   | \$77,760                           | \$77,890         |  |
| 23 61XX Tuition remission (IHEs only)               |  |   | \$                                 | \$               |  |
| 24  | Subtotal substitute, extra-duty, benefits costs  |   | \$445,260                          | \$433,890        |  |
| 25  | <b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b> |   | <b>\$963,260</b>                   | <b>\$967,430</b> |  |

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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**Schedule #8—Professional and Contracted Services (6200)**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

| Expense Item Description  |  | Year 1 | Year 2 |
|---|--|--------|--------|
| 6269  | Rental or lease of buildings, space in buildings, or land<br>Specify purpose:                                  | \$     | \$     |
| 6299  | Contracted publication and printing costs (specific approval required only for nonprofits)<br>Specify purpose: | \$     | \$     |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: |  | \$     | \$     |

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

| #   | Description of Service and Purpose  | Check if Subgrant        | Year 1   | Year 2   |
|---|---|--------------------------|----------|----------|
| 1   | Mentor Teacher Professional Development   | <input type="checkbox"/> | \$8,000  | \$5,000  |
| 2   | Pedagogical Content Knowledge Professional Development for Elementary Teachers (PK-5) | <input type="checkbox"/> | \$8,000  | \$8,000  |
| 3   | Pedagogical Content Knowledge Professional Development for Middle School Teachers     | <input type="checkbox"/> | \$8,000  | \$8,000  |
| 4   |   | <input type="checkbox"/> | \$       | \$       |
| 5   |   | <input type="checkbox"/> | \$       | \$       |
| 6   |   | <input type="checkbox"/> | \$       | \$       |
| 7   |   | <input type="checkbox"/> | \$       | \$       |
| 8   |   | <input type="checkbox"/> | \$       | \$       |
| 9   |   | <input type="checkbox"/> | \$       | \$       |
| 10  |   | <input type="checkbox"/> | \$       | \$       |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: |   |                          | \$24,000 | \$21,000 |

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

|  |  |  |  |
|--|--|--|--|
| Specify topic/purpose/service:                               |  | <input type="checkbox"/> Yes, this is a subgrant |  |
| Describe topic/purpose/service:                              |  |  |  |
| <b>Contractor's Cost Breakdown of Service to Be Provided</b> |  |  |  |
| 1  | Contractor's payroll costs                                   | # of positions:                                  |  |
|  | Contractor's subgrants, subcontracts, subcontracted services |  |  |
|  | Contractor's supplies and materials                          |  |  |
|  | Contractor's other operating costs                           |  |  |
|  | Contractor's capital outlay (allowable for subgrants only)   |  |  |
|  | Total budget:  |  |  |

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**Schedule #8—Professional and Contracted Services (6200) (cont.)**County-District Number or Vendor ID: **014-903**

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

|   |  |                 |  |               |
|---|--|-----------------|--|---------------|
| 2 | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |                 |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions: | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   | \$            |
|   | Contractor's supplies and materials                          |                 | \$   | \$            |
|   | Contractor's other operating costs                           |                 | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   | \$            |
|   |  | Total budget:   | \$   | \$            |
| 3 | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |                 |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions: | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   | \$            |
|   | Contractor's supplies and materials                          |                 | \$   | \$            |
|   | Contractor's other operating costs                           |                 | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   | \$            |
|   |  | Total budget:   | \$   | \$            |
| 4 | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |                 |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions: | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   | \$            |
|   | Contractor's supplies and materials                          |                 | \$   | \$            |
|   | Contractor's other operating costs                           |                 | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   | \$            |
|   |  | Total budget:   | \$   | \$            |
| 5 | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |                 |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions: | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   | \$            |
|   | Contractor's supplies and materials                          |                 | \$   | \$            |
|   | Contractor's other operating costs                           |                 | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   | \$            |
|   |  | Total budget:   | \$   | \$            |

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| Schedule #8—Professional and Contracted Services (6200) (cont.)   |  |                 |  |               |
|---|--|-----------------|--|---------------|
| County-District Number or Vendor ID: 014-903  |  |                 | Amendment number (for amendments only):          |               |
| <b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>         |  |                 |  |               |
| 6   | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |                 |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions: | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   | \$            |
|   | Contractor's supplies and materials                          |                 | \$   | \$            |
|   | Contractor's other operating costs                           |                 | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   | \$            |
| Total budget:   |  | \$              | \$   |               |
| 7   | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |                 |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions: | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   | \$            |
|   | Contractor's supplies and materials                          |                 | \$   | \$            |
|   | Contractor's other operating costs                           |                 | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   | \$            |
| Total budget:   |  | \$              | \$   |               |
| 8   | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |               |
|   | Describe topic/purpose/service:                              |                 |  |               |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Year 1</b>                                    | <b>Year 2</b> |
|   | Contractor's payroll costs                                   | # of positions: | \$   | \$            |
|   | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   | \$            |
|   | Contractor's supplies and materials                          |                 | \$   | \$            |
|   | Contractor's other operating costs                           |                 | \$   | \$            |
|   | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   | \$            |
| Total budget:   |  | \$              | \$   |               |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:       |  | \$              | \$   |               |
| a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:        |  | \$              | \$   |               |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:                       |  | \$24,000        | \$21,000   |               |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:       |  | \$              | \$   |               |
| d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: |  | \$              | \$   |               |
| (Sum of lines a, b, c, and d) Grand total   |  | \$24,000        | \$21,000   |               |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**County-District Number or Vendor ID: **014-903**

Amendment number (for amendments only):

**Expense Item Description**

| 6399   | Technology Hardware—Not Capitalized  |      |         |          |           |         |         |
|--|--|------|---------|----------|-----------|---------|---------|
|  | #  | Type | Purpose | Quantity | Unit Cost | Year 1  | Year 2  |
|  | 1  |      |         |          | \$        | \$      | \$      |
|  | 2  |      |         |          | \$        |         |         |
|  | 3  |      |         |          | \$        |         |         |
|  | 4  |      |         |          | \$        |         |         |
|  | 5  |      |         |          | \$        |         |         |
| 6399   | Technology software—Not capitalized  |      |         |          |           | \$      | \$      |
| 6399   | Supplies and materials associated with advisory council or committee         |      |         |          |           | \$      | \$      |
| Subtotal supplies and materials requiring specific approval: |  |      |         |          |           | \$      | \$      |
|  | Remaining 6300—Supplies and materials that do not require specific approval: |      |         |          |           | \$3,740 | \$2,570 |
| Grand total:   |  |      |         |          |           | \$3,740 | \$2,570 |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Schedule #10—Other Operating Costs (6400)                                   |  |   |         |
|---|--|---|---------|
| County-District Number or Vendor ID: 014-903                                |  | Amendment number (for amendments only): |         |
| Expense Item Description  |  | Year 1                                  | Year 2  |
| 6411  | Out-of-state travel for employees (Includes registration fees)   | \$                                      | \$      |
|   | Specify purpose:   |   |         |
| 6412  | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.     | \$                                      | \$      |
|   | Specify purpose:   |   |         |
| 6413  | Stipends for non-employees (specific approval required only for nonprofit organizations)   | \$                                      | \$      |
|   | Specify purpose:   |   |         |
| 6419  | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations | \$                                      | \$      |
|   | Specify purpose:   |   |         |
| 6411/<br>6419   | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees                         | \$                                      | \$      |
|   | Specify purpose:   |   |         |
| 6429  | Actual losses that could have been covered by permissible insurance  | \$                                      | \$      |
| 6490  | Indemnification compensation for loss or damage  | \$                                      | \$      |
| 6490  | Advisory council/committee travel or other expenses  | \$                                      | \$      |
| 6499  | Membership dues in civic or community organizations (not allowable for university applicants)  | \$                                      | \$      |
|   | Specify name and purpose of organization:  |   |         |
| 6499  | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)                                       | \$                                      | \$      |
|   | Specify purpose:   |   |         |
| Subtotal other operating costs requiring specific approval:                 |  | \$                                      | \$      |
| Remaining 6400—Other operating costs that do not require specific approval: |  | \$9,000                                 | \$9,000 |
| Grand total:  |  | \$9,000                                 | \$9,000 |

in-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Schedule #11—Capital Outlay (6600/15XX)   |                     |          |   |           |           |
|---|---------------------|----------|---|-----------|-----------|
| County-District Number or Vendor ID: <b>014-903</b>   |                     |          | Amendment number (for amendments only): |           |           |
| <b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>   |                     |          |   |           |           |
| #   | Description/Purpose | Quantity | Unit Cost                               | Year 1    | Year 2    |
| <b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>  |                     |          |   |           |           |
| 1   |                     | N/A      | N/A                                     | \$        | \$        |
| <b>66XX/15XX—Technology hardware, capitalized</b>   |                     |          |   |           |           |
| 2   |                     |          | \$                                      | \$        | \$        |
| 3   |                     |          | \$                                      | \$        | \$        |
| 4   |                     |          | \$                                      | \$        | \$        |
| 5   |                     |          | \$                                      | \$        | \$        |
| 6   |                     |          | \$                                      | \$        | \$        |
| 7   |                     |          | \$                                      | \$        | \$        |
| 8   |                     |          | \$                                      | \$        | \$        |
| 9   |                     |          | \$                                      | \$        | \$        |
| 10  |                     |          | \$                                      | \$        | \$        |
| 11  |                     |          | \$                                      | \$        | \$        |
| <b>66XX/15XX—Technology software, capitalized</b>   |                     |          |   |           |           |
| 12  |                     |          | \$                                      | \$        | \$        |
| 13  |                     |          | \$                                      | \$        | \$        |
| 14  |                     |          | \$                                      | \$        | \$        |
| 15  |                     |          | \$                                      | \$        | \$        |
| 16  |                     |          | \$                                      | \$        | \$        |
| 17  |                     |          | \$                                      | \$        | \$        |
| 18  |                     |          | \$                                      | \$        | \$        |
| <b>66XX/15XX—Equipment, furniture, or vehicles</b>  |                     |          |   |           |           |
| 19  |                     |          | \$                                      | \$        | \$        |
| 20  |                     |          | \$                                      | \$        | \$        |
| 21  |                     |          | \$                                      | \$        | \$        |
| 22  |                     |          | \$                                      | \$        | \$        |
| 23  |                     |          | \$                                      | \$        | \$        |
| 24  |                     |          | \$                                      | \$        | \$        |
| 25  |                     |          | \$                                      | \$        | \$        |
| 26  |                     |          | \$                                      | \$        | \$        |
| 27  |                     |          | \$                                      | \$        | \$        |
| 28  |                     |          | \$                                      | \$        | \$        |
| <b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b> |                     |          |   |           |           |
| 29  |                     |          |   | \$        | \$        |
| <b>Grand total:</b>   |                     |          |   | <b>\$</b> | <b>\$</b> |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| <b>Schedule #12—Demographics and Participants to Be Served with Grant Funds</b>  |             |              |   |                 |              |
|--|-------------|--------------|---|-----------------|--------------|
| County-district number or vendor ID: <b>014-903</b>  |             |              | Amendment # (for amendments only):  |                 |              |
| <b>Part 1: Student Demographics.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. |             |              |   |                 |              |
| Total enrollment: <b>2533</b>  |             |              |   |                 |              |
| Category   | Number      | Percentage   | Category  | Percentage      |              |
| African American   | <b>175</b>  | <b>6.9%</b>  | Attendance rate   | <b>95.3%</b>    |              |
| Hispanic   | <b>1272</b> | <b>50.2%</b> | Annual dropout rate (Gr 9-12)   | <b>0%</b>       |              |
| White  | <b>959</b>  | <b>37.9%</b> | TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator) | <b>65%</b>      |              |
| Asian  | <b>19</b>   | <b>0.8%</b>  | TAKS commended 2011 performance, all tests (sum of all grades tested)                           | <b>7%</b>       |              |
| Economically disadvantaged   | <b>2028</b> | <b>80.1%</b> | Students taking the ACT and/or SAT  | <b>N/A</b>      |              |
| Limited English proficient (LEP)   | <b>451</b>  | <b>17.8%</b> | Average SAT score (number value, not a percentage)  | <b>N/A</b>      |              |
| Disciplinary placements  | <b>47</b>   | <b>1.9%</b>  | Average ACT score (number value, not a percentage)  | <b>N/A</b>      |              |
| <b>Comments</b>  |             |              |   |                 |              |
| <b>Student demographic data is representative of BISD's five high-need campuses. Campuses have an economically disadvantaged enrollment of 70% or greater and a combined economically disadvantaged enrollment of 80.1%.</b>   |             |              |   |                 |              |
| <b>Part 2: Teacher Demographics.</b> Enter the data requested. If data is not available, enter DNA.  |             |              |   |                 |              |
| Category   | Number      | Percentage   | Category  | Number          | Percentage   |
| African American   | <b>2</b>    | <b>1.2%</b>  | No degree   | <b>0</b>        | <b>0%</b>    |
| Hispanic   | <b>26</b>   | <b>15.7%</b> | Bachelor's degree   | <b>161</b>      | <b>90.4%</b> |
| White  | <b>138</b>  | <b>83.1%</b> | Master's degree   | <b>17</b>       | <b>9.6%</b>  |
| Asian  | <b>0</b>    | <b>0%</b>    | Doctorate   | <b>0</b>        | <b>0%</b>    |
| 1-5 years exp.   | <b>59</b>   | <b>34.7%</b> | Avg. salary, 1-5 years exp.   | <b>\$41,630</b> | <b>N/A</b>   |
| 6-10 years exp.  | <b>49</b>   | <b>28.8%</b> | Avg. salary, 6-10 years exp.  | <b>\$43,838</b> | <b>N/A</b>   |
| 11-20 years exp.   | <b>45</b>   | <b>26.5%</b> | Avg. salary, 11-20 years exp.   | <b>\$48,664</b> | <b>N/A</b>   |
| Over 20 years exp.   | <b>17</b>   | <b>10.0%</b> | Avg. salary, over 20 years exp.   | <b>\$53,827</b> | <b>N/A</b>   |

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type                       | PK<br>(3-4) | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9 | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|-------|
| Public                            | 405         | 211 | 216 | 229 | 227 | 215 | 219 | 272 | 263 | 273 |   |    |    |    | 2533  |
| Open-enrollment<br>charter school |             |     |     |     |     |     |     |     |     |     |   |    |    |    |       |
| Public institution                |             |     |     |     |     |     |     |     |     |     |   |    |    |    |       |
| Private nonprofit                 |             |     |     |     |     |     |     |     |     |     |   |    |    |    |       |
| Private for-profit                |             |     |     |     |     |     |     |     |     |     |   |    |    |    |       |
| <b>TOTAL:</b>                     |             |     |     |     |     |     |     |     |     |     |   |    |    |    |       |

**Part 4: Teachers to Be Served with Grant Funds.** Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

| School Type                       | PK<br>(3-4) | K  | 1  | 2  | 3  | 4  | 5  | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| Public                            | 22          | 12 | 13 | 14 | 13 | 14 | 12 | 9 | 9 | 9 |   |    |    |    | 127   |
| Open-enrollment<br>charter school |             |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
| Public institution                |             |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
| Private nonprofit                 |             |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
| Private for-profit                |             |    |    |    |    |    |    |   |   |   |   |    |    |    |       |
| <b>TOTAL:</b>                     |             |    |    |    |    |    |    |   |   |   |   |    |    |    |       |

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**Schedule #13—Needs Assessment**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive, systematic process was used to identify and prioritize needs. To determine the specific needs, data were reviewed by a committee consisting of the Supt., Asst. Supt. for Curriculum and Instruction (C&I), Executive Director for C&I, Director of Elementary C&I, the Executive Director for Human Resources, and the Director of Human Resources-Staffing. The following data sources were reviewed:

- **Student Achievement Data**—2012-13 STAAR data from Texas Academic Performance Reports (TAPR) were reviewed. As indicated in the chart below, significant achievement gaps exist between students at high-need campuses and those at non high-need campuses. Students at high-need campuses scored a lower passing rate in *all* subject areas than students at the non high-need schools. The gaps ranged from 10 to 22 percentage points across all subjects with an average gap of 13 points.

| STAAR Subject Area | Results for All Students on High-Need Campuses | Results for All Students on Non High-Need campuses |
|--------------------|--|--|
| Reading            | 31%  | 48%  |
| Math               | 29%  | 43%  |
| Writing            | 27%  | 37%  |
| Science            | 22%  | 44%  |
| S.S. (SBMS only)   | 20%  | 36%  |

- **Teacher Turnover Rates**—The Exec. Director of HR provided a three-year review of teacher turnover rates for all district campuses. From 2011 to 2013, average teacher turnover for the high-need campuses ranged from 5.66 to 7.95 percentage points higher than the average for the other campuses. The highest turnover rates in the District, 24.14% and 24.44% occurred at two of the high-need campuses, Miller Heights and South Belton Middle School respectively. All of the high-need campuses exceeded the district average for teacher transfer requests for the last three years.
- **Experience Level of Teachers**—AEIS/TAPR Reports show that the teacher experience level at the identified high-need campuses is at least 1.8 years below the District average of 11.6. In the most extreme case at Miller Heights, the experience level of teachers was 4.9 years less than the District average teacher experience level of 11.6 years.
- **Staffing Review by Campus**—A review of the instructional coaching ratio reveals a District ratio of 52.7:1 (632 teachers/12 instructional coaches). Even though the teacher turnover rates are higher and experience levels are lower at the high-need campuses, the ratio of teachers to coach is approximately the same as other campuses.
- **Review of Current Teacher Induction Activities**—The Director of Human Resources-Staffing reviewed current induction activities. Although each new teacher to the District is assigned a peer teacher to act as mentor, many formal induction activities require increased coordination and additional new teacher training days, as well as more frequent classroom walkthroughs and peer observation opportunities.
- **Interviews with Campus Principals**—The Director of Human Resources-Staffing reported his findings from interviews with campus administrators. Principals reported the need for more one-on-one mentoring. In addition, they rated increasing the pedagogical knowledge of teachers as a high priority. Principals of high-need campuses also shared the difficulty in recruiting master teachers to their campuses.

**With increasing numbers of economically disadvantaged students and demands of more rigorous student assessments, a critical need for highly skilled, experienced teachers exists in order to implement our vision of preparing every student to excel.** The Committee prioritized the following needs: 1) There is a gap between the achievement of students on high-need campuses and students on other campuses. The passing rate of students at high-need campuses is lower in all subject areas; 2) There is a 52:1 ratio of teachers to instructional coaches; therefore limited frequency, duration, quality and intensity of instructional coaching/mentoring exist for teachers on high-need campuses; 3) Increasing numbers of teachers at high-need campuses has strained district-level coordination and support of new teacher induction and coaching/mentoring activities; 4) Teacher turnover and transfer rates at high-need campuses exceed non high-need campuses and thereby affect the retention of teachers at high-need campuses.; and 5) The number of highly qualified, experienced teachers at high-need campuses has not reached a level to have a positive impact on student achievement.

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**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Identified Need  | How Implemented Grant Program Would Address  |
|----|--|--|
| 1. | There is a wide gap between the achievement of students on the District's 5 high-need campuses and students at all other campuses. The passing rate of students at high-need campuses is lower in all subject areas. | Increase expertise of teachers by improving the quality of instructional coaching and teacher mentoring, Increase stability of campus teaching staff through early incentive and retention bonuses, improve recruiting efforts by offering early notification incentives, thus allowing early screening and hiring of applicants, provide delivery of pedagogical professional development provided as a result of identified needs assessments.       |
| 2. | There is a 52:1 ratio of teachers to instructional coaches; therefore limited frequency, duration, quality and intensity of instructional coaching/mentoring exist for teachers on high-need campuses.               | The addition of 18 mentor teachers (9 grant funded FTEs) assigned to the District's five high-need campuses will increase the amount and quality of time devoted to one-on-one coaching and weekly professional development activities for teachers at each of the 5 high-need campuses.   |
| 3. | Increasing numbers of teachers at high-need campuses has strained district-level coordination and support of new teacher induction and teacher coaching/mentoring activities.  | A Project Coordinator, reporting to the Asst. Supt. for C&I, will meet with instructional coaches and campus mentor teachers to coordinate efforts and identify professional development needs including content specific needs, pedagogical knowledge needs and support for areas such as classroom management.   |
| 4. | Teacher turnover and transfer rates at high-need campuses exceed non high-need campuses and thereby affect the retention of teachers at the high-need campuses.  | 1) Provide retention bonuses for teachers who meet/exceed student academic achievement criteria and have high teacher evaluation results. 2) Engage teachers in professional development to increase their pedagogical and content knowledge. 3) Solicit teacher feedback and use it in decision-making thereby allowing teachers some control over their working environment. 4) Compensate master teachers who continue to grow, evolve and perform. |
| 5. | The number of highly qualified, experienced teachers at high-need campuses has not reached a level to have a positive impact on student achievement.   | Provide early incentive and retention bonuses. Early incentives will allow for early screening and hiring of applicants. Provide sign-on bonuses to qualified, experienced teachers at high need campuses. Provide effective ongoing training. Solicit adequate teacher feedback regarding training and working conditions.  |

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**Schedule #14—Management Plan**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Title               | Desired Qualifications, Experience, Certifications  |
|----|---------------------|---|
| 1. | Project Coordinator | Master of Educational Administration, minimum of five years of experience as a campus principal, minimum of three years of experience working on a high-need campus |
| 2. | Mentor Teachers     | Master degree in educational related field or in progress, Minimum of 5 years teaching experience, demonstrated success working with high-need students             |
| 3. |                     |   |
| 4. |                     |   |
| 5. |                     |   |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Objective  | Milestone  | Begin Activity | End Activity |
|----|--|--|----------------|--------------|
| 1. | To decrease the achievement gap between high-need and non high-need campuses                                       | 1. Analyze local benchmark data                                | 08/01/2014     | 06/15/2016   |
|    |  | 2. Analyze 2014 STAAR passing rates                            | 06/01/2014     | 09/01/2014   |
|    |  | 3. Analyze TAPR results against district averages              | 09/01/2014     | 12/01/2014   |
|    |  | 4. Analyze CPALLS assessment data for Pre-K                    | 08/01/2014     | 06/15/2016   |
|    |  | 5. Implement coaching and mentoring activities                 | 08/01/2014     | 06/01/2016   |
| 2. | To increase the frequency, duration, quality & intensity of instructional coaching/mentoring on high-need campuses | 1. Hire Mentor Teachers  | 05/01/2014     | 07/01/2014   |
|    |  | 2. Train Mentor Teachers on coaching model                     | 07/01/2014     | 12/15/2014   |
|    |  | 3. Determine teacher PD needs                                  | 07/15/2014     | 09/01/2014   |
|    |  | 4. Plan & Implement PD Activities                              | 08/01/2014     | 06/01/2016   |
|    |  | 5. Conduct coaching/mentoring activities on high-need campuses | 08/15/2014     | 06/01/2016   |
| 3. | To coordinate & implement new teacher induction & coaching/mentoring activities.                                   | 1. Hire Project Coordinator                                    | 06/01/2014     | 07/15/2014   |
|    |  | 2. Conduct weekly coach/mentor meetings                        | 09/01/2014     | 06/15/2016   |
|    |  | 3. Conduct monthly meetings with principals                    | 09/01/2014     | 06/15/2016   |
|    |  | 4. Communicate grant program to stakeholders                   | 04/15/2014     | 08/31/2016   |
|    |  | 5. Develop google doc calendar of planned PD                   | 09/01/2014     | 09/30/2014   |
| 4. | To reduce teacher turnover & transfer rates at high-need campuses.   | 1. Announce grant and compensation plans                       | 04/15/2014     | 05/01/2014   |
|    |  | 2. Recruit and pay sign-on bonuses                             | 04/15/2014     | 12/15/2015   |
|    |  | 3. Analyze data and provide retention bonuses                  | 05/01/2015     | 06/01/2015   |
|    |  | 4. Evaluate turnover and transfer rates                        | 06/01/2016     | 08/01/2016   |
|    |  | 5. Analyze district and state turnover rates                   | 09/01/2014     | 08/01/2016   |
| 5. | To recruit highly qualified, experienced teachers to high-need campuses.   | 1. Conduct teacher recruitment activities                      | 04/01/2014     | 06/15/2016   |
|    |  | 2. Screen and hire applicants                                  | 04/01/2014     | 06/15/2016   |
|    |  | 3. Advertise and pay early incentive bonuses                   | 10/01/2015     | 02/15/2016   |
|    |  | 4. Analyze data and pay retention bonuses                      | 05/01/2015     | 06/15/2015   |
|    |  | 5. Collect feedback from teachers                              | 09/15/2014     | 06/15/2015   |

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant program will be carefully monitored to ensure success of the attainment of goals and objectives. The District's current system for monitoring the attainment and achievement of goals and objectives consists of the review of data artifacts during ATM Meetings with campus administrators, district-level curriculum department meetings and leadership meetings conducted weekly with the Superintendent and core leadership team. Collaborative discussions of multiple sources of data occur at each meeting and are used to measure the District's progress towards stated goals and objectives. Posters with Targeted Initiatives from the District Improvement Plan hang on the wall of the Superintendent's conference room to ensure that everyone is focused on meeting previously identified goals and objectives.

Three types of activities are planned to ensure the goals and objectives of **Project Support, Sustain and Succeed (3S)** are achieved. First, weekly meetings will occur between the Project Coordinator and instructional coaches and mentor teachers to discuss mentoring activities and share data from classroom observations. The Project Coordinator will develop a **3S Project Planning** document that can be used to document data collection artifacts as listed in the program evaluation. This document will be used to organize the agenda of each meeting. Next, monthly two-hour meetings will be scheduled with the Project Coordinator, the Assistant Superintendent for Curriculum & Instruction, the Executive Director of Curriculum & Instruction and the Director of Elementary Curriculum & Instruction. These meetings will be held to discuss project implementation allowing time to collaborate and provide feedback regarding the project. Meeting time will be used to review the **3S Project Planning** document and discuss project progress. In addition, the group will discuss planned adjustments as necessary. Finally, the Superintendent will meet with the Project Coordinator and Assistant Superintendent for Curriculum & Instruction each month to discuss progress towards goals and objectives.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This Project is fully integrated with BISD Long Range Goals. The planning committee, principals, school board and current coaches reviewed the data and are committed to improving student learning, especially at high-need campuses.

The District has demonstrated a commitment to the Instructional Coaching model as documented in the 2013-2014 District Improvement Plan. Existing instructional coaches were reassigned to multiple campuses to serve in content areas thus providing teachers greater content area support. Coaches received training on the critical components of instructional coaching such as reflective feedback and non-evaluative observations. Project 3S supports existing improvement initiatives by expanding coaching at the high-need campuses and strengthening the quality, duration, frequency and intensity of coaching for those teachers who need it most, especially those in first 3 years of teaching.

Project 3S will enhance coordination of professional development as outlined in the District Plan, Goal 3, "instructional coaches will deliver job-embedded professional development to grades K-12 math and science teachers on topics identified collaboratively by teachers and coaches." The Project Coordinator, reporting to the Asst. Supt., will oversee and coordinate the project, meet regularly with instructional coaches and mentors to identify needs, and plan timely and specific professional development. **Additional staff, increased training and enhanced oversight will result in a more comprehensive and higher quality induction and mentoring program.**

The District currently provides the following positions for differentiated compensation: A \$1,500 annual stipend above the Hiring Schedule for Classroom Teachers, Librarians, and Nurses (RN) working in Special Education; a \$3,000 sign-on bonus and a \$2,000 annual stipend above the Hiring Schedule working in Bilingual Education; a \$1,000 annual stipend for teachers, librarians and nurses (RNs) with a master's degree. Project 3S will add three types of differentiated compensation incentives acknowledging the importance/value of recruiting & retaining teachers at high-need campuses.

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**Schedule #15—Project Evaluation**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Evaluation Method/Process   | Associated Indicator of Accomplishment |  |
|----|---|--|--|
| 1. | Collect and review annual student achievement data from STAAR and TAPR.   | 1.                                     | The academic achievement gap between students at high-need campuses and non high-need campuses will be less than or equal to 10 percentage points averaged across all subject areas of the State.                    |
|    |   | 2.                                     | The mean score for students at high-need campuses will be at or above the State average of STAAR averaged across all areas at the end of project.  |
|    |   | 3.                                     | The project students' STAAR results will increase annually by 3 percentage points in three of the five subject areas tested.   |
| 2. | Review teacher turnover, transfer and experience levels as measured and compiled from staffing records by the HR Director   | 1.                                     | Turnover rates for teachers at high-need campuses will be at or below the District's average teacher turnover rate.  |
|    |   | 2.                                     | Transfer requests from teachers at high-need campuses will be at or below the District average.  |
|    |   | 3.                                     |  |
| 3. | Review pre- and post teacher effectiveness scales based on observations, teacher and student interviews, surveys and artifacts to measure and assess teacher effectiveness. | 1.                                     | The degree of improvement in knowledge & skills of teachers in the project will increase, especially content & pedagogical knowledge as documented by self-reports, teacher observations & teacher effective scales. |
|    |   | 2.                                     | Teachers' degree of effectiveness in the classroom will increase as documented by teacher observations, artifacts of instruction, and student interviews.  |
|    |   | 3.                                     |  |
| 4. | Collect data about quality, frequency and quantity of induction mentor training.  | 1.                                     | Records will indicate quantity, frequency and participation in training.   |
|    |   | 2.                                     | Teacher surveys will indicate perceived success of the training.   |
|    |   | 3.                                     | Minutes of mentor meetings will provide feedback about training.   |
| 5. | Interview principals regarding the pedagogical knowledge and effectiveness of teachers.   | 1.                                     | Principals will report perceived increase in teachers' pedagogical knowledge and effectiveness in the classroom.   |
|    |   | 2.                                     | Principals will provide ongoing feedback for the project adjustments.  |
|    |   | 3.                                     |  |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the assistance of the District's Director of Research and Testing, The Project Coordinator will collect the following data: annual STAAR results for all students; annual student benchmark testing, copies of annual teacher PDAS evaluations; monthly instructional coaches' teacher observations and/or classroom walkthroughs; annual records of teacher turnover and transfer rates, records of regular interviews with teachers and students; monthly minutes of instructional coaches-teacher meetings, monthly minutes of instructional coaches' meetings/trainings; and records of interviews with principals. This data will be used to report quarterly and annually on the status of the program and the fulfillment of the objectives as stated in the proposal. The results of the evaluation will be used to implement improved programs throughout the year. For the summative evaluation, the achievement scores for project students will be used to determine and compare their rate of achievement to non-project students. In addition, the achievement growth of students at high-need campuses will be compared with those at non high-need campuses. The annual evaluation will be developed using State student achievement data from 2015 and 2016. In addition, project teachers will respond to surveys addressing the perceived success of major project components: (1) the effectiveness of training and mentoring and (2) participants' perceived pedagogical and subject area knowledge. The Coordinator will maintain all records including teacher attendance at training.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Statutory Requirement 1: Required** - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

**Project Support, Sustain and Succeed** broadens and strengthens our current induction system through the development and expansion of the existing instructional coaching program. This will be accomplished by funding mentor teachers at each of the identified high-need campuses. The addition of mentor teachers represents a new model of teacher support not currently used in the District. Full-time master teachers will be identified to teach part-time and serve as mentors/instructional coaches part-time to provide greater instructional support for teachers at each campus. Quality mentoring, which includes instructional coaching, can provide our teachers at high-need campuses with the support needed to improve learning outcomes for students. Participation in authentic, intentional, and purposeful acts of teaching with the guidance, coaching, modeling, and reflective feedback of a mentor provides a rich opportunity for professional growth of the novice teacher.

Candidates for the mentor teaching positions will be selected by a panel consisting of teachers and administrators from the high-need campuses as well as staff members from the C&I and HR departments. The hiring committees will select mentor teachers based upon their ability to mentor and support new teachers who are struggling, plan and conduct professional development sessions, and improve student engagement and success especially among populations of economically disadvantaged, ELL, and special needs students. Mentor teachers selected for these new positions will be experienced educators who have strong content and pedagogical knowledge, experience leading staff development, and documented success as measured by student achievement data. BISD will select mentors who can build relationships with novice teachers, have a firm understanding of the content matter and pedagogy of teaching, and adapt mentoring practices to the new teacher's own ability level.

Mentor teachers will provide first, second, and third-year teachers with support in areas such as content knowledge, classroom management, differentiated instruction (especially for students living in poverty), and the use of effective instructional strategies and practices. In addition, mentors will provide demonstration lessons for novice teachers and meet with them regularly in order to engage in collaborative and reflective discussions. Each mentor will receive a stipend will participate in three days of extensive training on the instructional coaching model provided from consultants Dr. Amy Markos and Dr. Melissa Castillo, leading experts in the field of instructional coaching from Arizona State University. The creation of new mentor positions and the use of highly competent teachers will enhance the District's efforts to strengthen instructional delivery for our most academically challenged students and result in a defined career pathway for expert classroom teachers seeking advancement.

An important component of the Induction system, which includes elements of mentoring and instructional coaching, involves the development and delivery of professional development activities to support professional growth of mentor teachers and classroom teachers on each campus. Instructional coaches will receive a minimum of three days of summer professional development on instructional coaching strategies. In addition, teachers at each of the five high-need campuses will receive four days of content-specific and pedagogical training throughout the school year. Substitute teaching costs will be budgeted to provide additional time for mentors to collaborate with novice teachers and for peer observations during the school day. Mentor teachers will conduct classroom observations to ensure the ideas garnered from these peer observations and professional development sessions are being implemented in the classroom and in turn resulting in improved student achievement.

BISD has already demonstrated a firm commitment to the instructional coaching model as evidenced by recent program and staffing changes. This year, all of the District's existing instructional facilitators were transitioned into a new role as an instructional coach. This change included a significant modification of duties as well as some changes to campus assignments to ensure that all coaches are actively working to improve classroom instruction and are assigned to serve in areas which most closely match their content area of expertise. The transition and title change for these existing employees were followed by extensive training in the areas of mentoring, reflective discussions, non-evaluative feedback, demonstration lessons, and other critical components of instructional

**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

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**Statutory Requirement 2: Required** - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Multiple observations occur throughout the school year for teachers on all BISD campuses. These observations are documented in electronic format and used to provide feedback to teachers and/or as a part of the District's comprehensive needs assessment that is used to develop district goals and objectives and determine instructional initiatives and strategies for the school year.

### **OBSERVATION RUBRICS:**

BISD observation rubrics currently include the following:

- ***Classroom Reflective Walks by Campus Administrators***— current expectations are that campus teachers will receive a minimum of one walkthrough per month. This walkthrough is documented in Eduphoria on the template provided by the District. Teachers receive an alert when the walkthrough has been entered so that they can view the observer's feedback. There is also an opportunity for the teacher to respond electronically to the written feedback.
- ***Collaborative Walks by District Administrators***— curriculum department staff members travel to each campus to conduct classroom walkthroughs with the campus principal. Information such as the level of student engagement, Bloom's level of higher order thinking, and formative assessment techniques are measured. Observation data is discussed with principals immediately after the walks are completed and Google forms are used to keep cumulative data. The data is used by curriculum staff quarterly and is a part of the comprehensive needs assessment that is used for the planning of district-level professional development activities.
- ***Observations by Instructional Coaches***— beginning in the fall of 2013, instructional coaches began conducting classroom observations over a wide range of instructional techniques to determine individual teacher needs. Data was then entered into a Google form.

### **TRAINING FOR OBSERVERS:**

All observers participating in the Reflective Campus Walks and Collaborative Walks have been trained in the classroom walkthrough process as a part of the District's ongoing leadership development described in Statutory Requirement 5, Schedule 16. Training started with the work of the Charles A. Dana Center and evolved to the implementation of locally developed walkthrough instruments that are accessed electronically through Eduphoria, an online curriculum management system. When new administrators join the team, they practice conducting walkthroughs with their supervisor or a key member of the Curriculum & Department staff.

Instructional coaches were trained to conduct non-evaluative observations this year by expert consultant Dr. Amy Markos from Arizona State University. Dr. Markos spent time on campuses teaching coaches how to script what they were observing and assisted them with analyzing and categorizing the information they collected. Coaches have been taught to look for one or two specific things at a time. The purpose of data collection is to prioritize the level of support provided to each teacher based on the observation, ranging from providing intensive, weekly support to "Priority 1" teachers to monthly support for "Priority 3" teachers. Support includes further classroom observations with feedback, model teaching, side-by-side teaching, scheduling peer observations, and providing individualized professional learning.

Instructional coaches meet weekly with curriculum department personnel to review progress of teachers, plan professional development, and collaborate on best practices. Mentor teachers will meet weekly with the Project Coordinator and curriculum personnel with same objectives as the coaches meetings to maintain consistency in coaching practices among the instructional coaches and mentor teachers.

**Grant funding will provide new mentor teachers on the identified campuses the same training previously provided to instructional coaches so that they can effectively observe teachers and meet Program Objective #2.**

### **GOALS FOR PRE- AND POST OBSERVATION MEETINGS:**

The goal of pre-observation meetings is to determine the factors that influence the teacher's planning and their understanding of students' abilities. Instructional coaches and new teacher mentors will discuss the lesson to be taught,

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content objectives and the instructional strategies to be implemented to ensure student understanding. They will also discuss any possible misconceptions that students may have.

The goals of post-observation meetings are to review the observations made by the instructional coach or mentor teacher and identify areas of strength and opportunities for growth of the teacher. The ultimate goal is for the mentor teacher or the instructional coach to ask reflective questions that result in deep thinking by the teacher about their lesson design and delivery and the impact of the lesson on student achievement. Teachers who can self-identify growth areas can then be directed to resources of professional development sessions to help them reach their improvement goals.

Multiple observations occur throughout the school year for teachers on all BISD campuses. These observations are documented in electronic format and used to provide feedback to teachers and/or as a part of the District's comprehensive needs assessment that is used to develop district goals and objectives and determine instructional initiatives and strategies for the school year. Grant funding will increase the frequency of observations and feedback provided to teachers on high-need campuses and allow for a stronger analysis of professional development needs and greater intensity of mentoring. **But for grant funding, increased observation rubrics and methods will continue to be insufficient.**

Grant funds will also allow for **Peer Observations** to be conducted. Coaches and mentor teachers will collaboratively conduct observations and analyze data to determine effective instructional strategies. Grant funding will provide substitute pay for classroom teachers.

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**Statutory Requirement 3: Required** - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Each teacher in BISD receives an annual formal evaluation in accordance with state guidelines. The evaluation is completed electronically by the teacher's supervisor and is maintained in Eduphoria.

### **FORMAL EVALUATION RUBRICS:**

The District has elected to use a combination of the Professional Development and Appraisal System (PDAS) and a locally developed alternative instrument for the teacher evaluation process. One 45 minute annual evaluation is required for experienced teachers and two 45 minute evaluations are required for first year teachers. If an experienced teacher receives a "Proficient" evaluation in the prior year, he or she may opt to be evaluated with a locally developed, alternative instrument known in the District as the "Short Form." All evaluations are conducted by the teacher's supervisor. This is typically the campus principal or an assistant principal. In special circumstances, evaluations may be conducted by other district administrators.

### **Domains Addressed in Evaluation:**

- Domain I— focuses upon active, successful student participation in the learning process with learning at a high cognitive level. Administrators want to observe students engaging in self-directed activities, clearly understanding and articulating the learning objective, connecting the learning with other disciplines, and applying the learning across content areas.
- Domain II— focuses upon learner-centered instruction which relates to the interests and varied characteristics of the students. This domain seeks to measure the extent to which instructional strategies promote critical thinking and problem-solving while motivating the students to thoughtfully engage the content. The administrator evaluates the teacher's ability to appropriately pace and sequence the instruction, emphasize the value and importance of the content, utilize technology, and demonstrate appropriate inquiry techniques to challenge students.
- Domain III— centers upon the appropriate evaluation and monitoring of student progress with assessment and feedback aligned to the goals and objectives of the instructional material. Evaluators seek to find evidence that assessment strategies are appropriate given the characteristics and needs of students. Teachers must ensure that learning is reinforced, students receive specific, constructive feedback, and multiple opportunities for re-learning and re-evaluation are provided.
- Domain IV— spotlights management of student discipline, instructional strategies, time and materials with a special emphasis on the teacher's ability to effectively implement the discipline management procedures approved by the campus. The evaluator seeks to observe a classroom environment that promotes and encourages self-directed learning while the teacher interacts with students in a fair and equitable manner. Clear behavioral expectations, re-direction of inappropriate behavior, reinforcement of desired behavior, and effective management of time and materials are critical components of this domain.
- Domain V— focuses on professional communication which includes appropriate and accurate verbal, non-verbal, and written communication with students, parents, staff, and community members. The teacher's ability to encourage and support students who are reluctant and having difficulty in a courteous and respectful manner is of critical importance.
- Domain VI— emphasizes the need for teachers to successfully engage in professional development activities that positively correlate with the goals of the campus and district as well as the teacher's prior performance appraisal. In addition, the evaluator will search for evidence that the professional development is being successfully implemented into instruction. The teacher must work collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.
- Domain VII— evaluates the teacher's ability to comply with policies, procedures, and requirements set forth by campus, district, state, or federal initiatives. Our administrators evaluate the teacher's record of compliance with all verbal and written directives as well as their contribution to the school's learning environment.
- Domain VIII— assesses the teacher's improvement of academic performance for all students through instruction aligned with the TEKS, analysis of student assessment data, and the appropriate sequence of classroom instruction. Special consideration is given to the teacher's efforts to develop appropriate interventions for students in at-risk situations, suffer from poor attendance, or who are in danger of failing.

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**TRAINING FOR OBSERVERS:**

As required by the State, all administrators are required to complete an Instructional Leadership Development (ILD) course and Appraiser Training to be eligible to conduct formal teacher evaluations. As a part of the training, evaluators review the state scoring criteria and practice using the rating process with trained instructors. This is typically done at the University level as a part of the administrative certification process.

Individuals meeting the PDAS training and certification requirement are presented to the Board of Trustees for approval on an annual basis. Both campus and district level administrators are presented to the Board.

**PROCESS AND CONTENT OF SUMMATIVE EVALUATION MEETINGS:**

Teachers must complete the Teacher Self-Report form prior to the summative evaluation whereby they reflect upon instructional adjustments made based upon student needs, techniques used to monitor student performance and provide feedback, and approaches to working with students in danger of failing. Teachers also reflect upon professional development activities for the year and the impact it had upon classroom instruction and ultimately student success.

BISD has demonstrated a commitment to implementing formal observations with fidelity. In 2012-2013, the District contracted with Dr. John Crain to provide four days of professional development on understanding the PDAS criteria and connecting the appraisal instrument to improved student achievement. In addition, training on the documentation process, including the development of professional growth plans for teachers in need of assistance, has been provided on an annual basis.

Should grant funding be awarded, the Project Coordinator and campus principals will meet with Educational Service Center (ESC) representative to discuss the new state appraisal system. The District will consider piloting the new appraisal program and administrators will seek to understand the new system and growth is measured. The team will seek feedback from classroom teachers about the pilot program.

In addition to piloting the new evaluation system, the Project Coordinator will collaborate with campus principals and instructional coaches and mentors to develop a teacher effectiveness profile to provide additional feedback to teachers.

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## Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 014-903

Amendment # (for amendments only):

**Statutory Requirement 4: Required** - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

# PROJECT

*Support • Sustain • Succeed*



**Project Support, Sustain and Succeed** is designed to increase teacher skill and knowledge so that an efficient level of teacher expertise is provided for BISD's five campuses with the greatest percent of economically disadvantaged student enrollment in such a way that the achievement gap is decreased between high-need (greater than 70% low SES) and non-high need campuses. For this to occur, the frequency, duration, quality and intensity of Instructional coaching/mentoring must increase. The only way to accomplish this is through daily, ongoing dialogue and just-in-time professional learning activities. Regular collaboration opportunities within the school week allow for the maximum growth of novice teachers and are critical to the success of meeting the grant objectives outlined in this project. Time must be carefully managed to allow teachers to discuss and share pedagogical and content strategies in order to significantly improve practice. Therefore, accommodations will be made to ensure that collaboration activities are provided within the work week. Planned grant activities that enhance existing efforts in this area include:

- Mentor teachers will be funded at each of the District's 5 high-need campuses (4 part-time mentors on each elementary and middle school campus and 2 part-time mentors at the early childhood campus).
- Grant funding will pay for teachers to be out of the classroom part-time for mentoring activities.
- Substitute teacher costs will be provided so that instructional coaches and mentor teachers are able to spend focused time collaborating with novice teachers.
- Novice teachers will be provided a grant funded substitute so that they can conduct peer observations and meet with instructional coaches and mentor teachers during the school day to discuss their findings.
- Professional development activities will be planned and delivered by instructional coaches and mentor teachers during the school week either during teacher planning meetings, after school, or on teacher pull-out days to ensure that teacher learning is ongoing and within the school week.
- Curriculum development work for elementary teachers will be conducted in the spring during the teacher work week rather than on non-contract days to ensure that there are representatives from all campuses participating in conversations about content and pedagogical strategies. These work sessions will be facilitated by curriculum staff, instructional coaches and mentor teachers.
- Instructional coaches and mentor teachers will be allowed to leave the campus one day per week to meet with the Project Coordinator, curriculum staff and other instructional coaches and mentor teachers across the District to collaborate and plan for continued instructional improvement and discuss the completion of grant activities.

But for the grant funds provided as a part of this project, the **Support, Sustain and Succeed Project** could not be implemented.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Statutory Requirement 5: Required** - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

BISD leaders have wholeheartedly adopted the concept of job-imbedded, individualized professional development that is based on teacher observation and evaluation as well as formal and Informal student assessment data. The District's commitment to this core belief is evidenced by major professional and curriculum development and other restructuring activities occurring over the span of a decade. These include:

1. **Implementation of Professional Learning Communities**— BISD leaders, including campus administrators and instructional facilitators, studied the work of Dr. Richard Dufour and others regarding the implementation of professional learning communities. An increased understanding in the use of formative assessment and teacher collaboration have resulted in better use of grade level planning and richer conversations regarding instruction of specific content objectives.
2. **Implementation of Classroom Walkthroughs**— beginning with a partnership with the Charles A Dana Center at the University of Texas at Austin, leaders devoted time to the study and practice of the classroom walkthrough and feedback process. Classroom walkthroughs with individual feedback are required on all BISD campuses and housed in Eduphoria. Processes and systems have been refined each year.
3. **Curriculum Development**— local, comprehensive curriculum documents in every subject area, K-12, have been developed collaboratively with core content teachers and are adjusted yearly to address local student achievement needs.
4. **Curriculum Assessments**— teachers have participated in the writing of local unit assessments that measure student understanding of specific content objectives and allow the teacher to identify areas for remediation or reteach. District systems are in place to disaggregate data and report findings to campus administrators and teachers.
5. **Leadership Development**— the District has provided intense training to leaders on an annual basis through scheduled Leadership Development Days and Superintendent Book Studies. Topics include the Instructional coaching model, a study of the Professional Development and Appraisal System (PDAS), the Documentation Process, teaching students from poverty, data analysis strategies through Lead4ward consultants, and conducting difficult conversations.

While these systemic changes have provided a strong foundation for continuous improvement within the instructional system, student achievement gaps continue to be a challenge for high-need campuses. As a result, the District strategically planned to increase its focus on job-imbedded teacher development during the 2013-2014 school year and set in motion a series of action steps for improvement. Time was spent identifying and discussing ways to better use campus instructional facilitators. The decision was made to reposition the District's instructional facilitators to instructional coaching positions for the 2013-2014 school year.

**Grant funds will allow the district to take the following steps to plan, provide and facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data:**

**STEP 1: PREPARE COACHES AND MENTORS**

Four mentor teachers will be hired at each of the project schools (2 at the Belton Early Childhood School) to reduce the ratio of instructional coaches/mentors to teachers on high-need campuses and supplement existing efforts. Mentor teachers will attend two days of professional development during the summer of 2014 to ensure their knowledge of mentoring, reflective discussions, the delivery of demonstration lessons, and other critical components of instructional coaching. In addition, the Assistant Superintendent and the Executive Director of Curriculum & Instruction will meet with the new mentors to provide training on the District's classroom walkthrough observation protocols. The Project Coordinator will schedule a minimum of 10 collaborative walks with follow up discussions with each campus coach/mentor team and curriculum staff to ensure calibration and consistency of the walkthrough process. Once the school year begins, two additional days of professional development will be conducted on providing teachers non-evaluative feedback through a collaborative cycle.

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**STEP 2: DEVELOP MENTORING STANDARDS**

Prior to the start of the 2014-2015 school year, the Project Coordinator will facilitate a meeting with curriculum staff and coaches/mentors to discuss and agree upon expectations for daily, weekly and monthly coaching activities to ensure consistency across campuses and maximum support of all teachers. The group will consider the six areas of support identified by Jim Knight in his book, Instructional Coaching: A Partnership Approach to Improving Instruction:

1. Assess the strengths and areas of need for beginning teachers using walkthroughs, student test scores, and reflective discussions.
2. Provide new teachers with best practices, research-based instructional strategies, and insight into content standards.
3. Model and demonstrate behaviors and techniques specific to educating different populations of learners and different content areas.
4. Provide beginning teachers with support so they develop the confidence necessary to explore alternate methods of instruction.
5. Observe new teachers closely to gain objective information, begin the collaborative cycle, and offer suggestions for future improvement.
6. Give non-evaluative and academically-driven feedback to new teachers in order to assist in their self-reflective process.

Once expectations are determined and agreed upon, the Project Coordinator will memorialize them in writing and submit to coaches, mentors, curriculum staff and campus principals for review. Principals will have an opportunity to review and discuss at the first Administrative Team Meeting (ATM) for the year scheduled in August. Changes will be made based on feedback received. A brief training session (one hour or less) will be developed to introduce the model to the project schools to ensure a common understanding of the support components and how they will be accessed.

**STEP 3: IDENTIFY PROFESSIONAL DEVELOPMENT NEEDS**

Coaches/mentors will collaborate with campus principals to conduct a campus needs assessment prior to the start of the school year to determine and prioritize immediate campus professional development needs. Specific data to be reviewed at the campus level will include teacher observation and walkthrough data, student data from common assessment units (grades 2-8) and data from other instruments such as CIRCLE, STAR Early Literacy, STAR Reading, STAR Math and Fountas & Pinnell Benchmark Reading (grades PK-2). Campus coaches/mentors and principals will also review campus Heat Maps generated from Lead4Ward materials to discuss possible professional development needs. The coaches and mentors from all project campuses will then come together to discuss the needs they have identified.

**STEP 4: PLAN & IMPLEMENT PROFESSIONAL DEVELOPMENT ACTIVITIES**

Based upon the findings of campus needs assessments, coaches and mentors will develop a list of common professional development needs to be addressed over the course of the first year. They will then work together to calendar professional development activities that pull teachers from multiple campuses together for after school training sessions and/or on pull-out days. In addition, coaches and mentors will develop a schedule of campus specific topics to be addressed during teacher planning periods, faculty meetings and before/after school. They will then brainstorm a list of possible demonstration lessons to address needs of individual teachers. Once these are established, they will individually calendar demonstration lessons, classroom observations and scheduled peer observations. Coaches and teacher mentors will implement professional development activities on campus as planned and will document all activities on a Google doc form developed and shared by the Project Coordinator.

**STEP 5. EVALUATE & ADJUST**

Weekly meetings of coaches and mentor teachers with the Project Coordinator will provide opportunities to share about the implementation of campus-based professional development activities and student achievement data so that adjustments can be made. In addition, coaches and mentors will continue to identify specific strategies for supporting struggling teachers. Monthly meetings will then be held with campus principals to review progress towards the professional development plan.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Statutory Requirement 6: Required** - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

BISD's process for developing strategic compensation plans includes a review of external market data for all district positions as well as a review of differentiated compensation plans, especially for critical shortage areas. The Executive Director of Human Resources conducts annual salary surveys using data provided from the Texas Association of School Boards (TASB) to determine what comparable, neighboring districts are paying. Survey data is then used to set wages and salaries that fall within market averages. It is also used to adjust stipends and sign-on bonuses.

The District has identified the following positions for differentiated compensation:

- **Special Education Stipends**— a \$1,500 annual stipend above the Hiring Schedule for Classroom Teachers, Librarians, and Nurses (RN) is provided to those teachers working in this area.
- **Bilingual Education Stipends**— a \$3,000 sign-on bonus and a \$2,000 annual stipend above the Hiring Schedule for Classroom Teachers, Librarians, and Nurses (RN) is provided to those teachers working in this area.
- **Master Stipends**— a \$1,000 annual stipend is provided to teachers, librarians and nurse's (RNs) with a master's degree.

This grant program improves upon the current compensation plan by acknowledging the importance and value of recruiting and retaining master teachers at high-need campuses through the addition of three new types of differentiated compensation incentives listed below.

- **Adjusted Salaries for Mentor Teachers**— the Hiring Schedule for Classroom Teachers, Librarians, and Nurses (RN) will be used to determine ½ of the salary of the mentor teacher. The remaining half of the mentor teacher's salary will be determined at a higher pay rate based on the current salary system established for instructional coaches. On average, the daily rate for instructional coaches is approximately 12% higher than the daily rate for classroom teachers at the current midpoint level. In addition, mentor teachers will increase their contract by ten days and be compensated accordingly.
- **High-Needs Sign-on Bonuses**— a sign-on bonus of \$3,500 will be attached to core area, Title I and campus Interventionist open teaching positions at project campuses to recruit teachers with a minimum of two years of teaching experience to project campuses.
- **High-Needs Retention Bonuses**— a retention bonus of \$2,000 will be awarded to all core area, Title I, and campus interventionist teachers at the end of each school year based on specific criteria outlined below.

**Grades 4-8 Math Teachers**- teachers are eligible for the retention bonus if the average scale score increases for students assigned to the teacher from the previous year's state STAAR assessment by Met Level I/II standard from TEA's Accountability Progress Measure Chart.

**Grade 4-8 ELA Teachers**- teachers are eligible for ½ of the retention bonus if the average scale score for reading increases for students assigned to the teacher from the previous year's reading STAAR test by Met Level I/II standard from TEA's Accountability Progress Measure Chart. The remaining ½ retention bonus will be awarded if low SES students assigned to the teacher meet or exceed statewide average for Met Standard for Economically Disadvantaged students.

**Grade 3 ELA, Grade 5 & 8 Science, Grade 8 Social Studies**- teachers are eligible for retention bonuses if low

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SES students assigned to the teacher meet or exceed the statewide average for Met Standard for Economically Disadvantaged students.

Grade 6 & 7 Science & Social Studies- teachers are eligible for the retention bonus if low SES students at the project campus meet or exceed the statewide average for Met Standard on the 8<sup>th</sup> Grade STAAR Science for Economically Disadvantaged students.

Title I Teachers/Campus Interventionists- teachers are eligible for the retention bonus if low SES students assigned to them meet or exceed the statewide average for the grade level and subject areas of the students in which they serve.

Grade K-2 Teachers- teachers are eligible for ½ retention bonus for meeting or exceeding the statewide average at the project campus for STAAR 3<sup>rd</sup> Grade Math. The remaining ½ will be based on meeting the same criteria for STAAR 3<sup>rd</sup> Grade Reading.

Pre-K & PPCD- PK teachers are eligible for a retention bonus if 70% of the students assigned to the teacher meet age-appropriate end-of-year expectations on three of the four areas on the C-PALLS assessments (Letters, Vocabulary, Phonological Awareness Composite, and Math Composite). PPCD teachers are eligible for the retention bonus if all of the students assigned to the teacher meet at least 70% of IEP goals.

Upon notice of award notification, all assessment criteria will be communicated to teachers at high-need campuses through scheduled faculty meetings, campus newsletters and at site-based decision making committee meetings.

- **Early Notification Incentives**— a \$1,500 early notification incentive will be offered to teachers at identified high-need campuses who notify the Human Resources Department submit their letter of resignation or retirement on or before January 31.

The strategic compensation changes identified above address four of the District's top five needs identified on Schedule #13, Part 2. This ensures that a stronger, more qualified teaching staff is provided on campuses with the greatest percentages of economically disadvantaged student enrollment.

**Without grant funding, Belton ISD would not be able to provide these differentiated compensation programs for its high-need campuses.**

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Statutory Requirement 7: Preferred** - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Despite recent initiatives by teacher preparation programs to address the challenges of working at high-need campuses, BISD wants to ensure the candidates selected for employment are of the highest caliber. BISD has already forged strong relationships with local colleges and universities as well as quality teacher preparation programs. For example, members of the HR department participate in job fairs at the University of Mary Hardin Baylor (UMHB), Baylor University, Texas A&M University, the University of Texas, Texas A&M-Central Texas (TAMU-CT), and ESC Region 12.

The Director of HR-Staffing participates in additional recruiting activities such as mock interviews at TAMU-CT and panel discussions at UMHB. The Director of HR Staffing is also a member of an advisory panel for UMHB as well as Alternative Certification for Teachers, a state approved teacher certification program (ACT). Professional relationships have also been formed with quality online preparation programs, including ACT, A+ Texas Teachers, and iTeach Texas. In addition to participating in job fairs and other early hiring practices, the District closely evaluates the level of education, teaching experience, and quality of each teaching candidate's preparation program.

BISD take purposeful steps in the recruitment and hiring process to ensure the employment of quality candidates for our open teaching positions especially at our high-need campuses. Below is a detailed sequence of the recruitment process including early hiring strategies as well as steps in determining the quality of the applicant:

1. **Early Notification of Retirement or Resignation**— Early each spring the HR Department reminds staff of the importance of notifying the District in a timely manner of an impending resignation or retirement. Currently, there is no monetary incentive attached to the early notification, so the District continues to receive resignation and retirement letters well into the summer. With the early notification incentives, the HR department plans to advertise the new monetary benefit to the employee of the early notice, and as a result, expects to see a larger volume of retirement and resignation notices earlier in the year. BISD understands that the best time to recruit and identify the best teachers is in the spring of the school year. Resignations received into June and July makes it more difficult to find the most qualified and experienced teachers. If more notices of retirement and resignations were received in the spring, those positions could be posted before the end of the school year.
2. **Posting of Open Teaching Positions**— Open teaching positions are posted on the BISD website; however, openings that require more recruiting efforts may be posted on additional websites to target specific audiences (i.e. ESC Region 12; TABE for bilingual teacher openings; or athletic websites for dual teaching / coaching positions). BISD social media accounts such as Facebook and Twitter are used to promote job openings and generate more interest in open teaching positions. In addition, fliers specific to the position are created and circulated throughout the state at times to promote difficult to fill teaching positions.
3. **Analysis of Applications and Supporting Documents**— The HR department carefully analyzes and evaluates the applications and supporting documents submitted by each candidate. The candidate's certifications, educational achievements (quality of university and certification program attended, degree(s) earned, as well as GPA), and work experience (years of experience, stability in assigned position, and preferred experiences) are carefully reviewed to select candidates for interview. For example, candidates educated and prepared at Tier I universities are typically given preference over candidates attending alternative certification programs. If a candidate did pursue a non-traditional certification path, alternative certification programs such as those offered by ESC Region 12 are considered more reputable and are preferred. Candidates with a graduate degree in their field of study and certification area are also considered more viable candidates for open positions. With regard to work experience, years of experience (especially in leadership positions, on low SES campuses, in Special Education programs or bilingual programs), make the candidate more marketable. Candidates with a work history marked by frequent and/or sudden changes in employment can be perceived as undesirable. The resume, cover letter, transcripts, and certification documents are carefully reviewed. Special consideration is also given to student teachers who completed their internship within BISD or former BISD employees. Candidates with a proven record of success in improving student performance are highly preferred.
4. **Interview Process**— A panel of administrators and teachers form interview committees for each position in

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order to gain varied perspectives on each prospective employee. The interview committee will be different depending on the certification area. For example, an interview committee for an open elementary position will be different from a committee formed to interview a candidate for an open CTE position. The HR Department oversees the appointment of committee members, and ensures that each committee includes members with expertise in the open the position. Before the interview committee meets, a thorough and thoughtfully created list of interview questions is generated in order to gauge the instructional effectiveness of each candidate for the particular position sought. Committee members are given an opportunity to review the questions prior to the interview and provide feedback to the HR Department. Most interview questions include questions concerning classroom management, the ability to collaborate within a team, and other essential components of teaching. Depending on the position, additional questions may include ideas for improvement in a particular area of focus, specific strategies used to increase student performance on low SES campus or advanced academic. The goal is for each interview to be thoughtfully planned with questions relevant to the open position. If possible, a finalist is then selected from the pool of candidates interviewed; however, if the committee is not comfortable naming a finalist from the candidates interviewed, the committee may ask to review new applications and reconvene for another round of interviews. Ideally, positions are posted with enough time for additional rounds of interviews to be conducted, if necessary. The goal is to get the right person in the right job at the time of hiring. .

5. **Reference and Background Check**— All hiring managers must procure three positive references from former employers in order to make a recommendation to hire. BISD places high importance on retrieving three positive references on all potential new hires. Hiring managers are encouraged to ask references questions specific to the position, rather than general questions. Furthermore, hiring managers understand that they will be held accountable for getting detailed information from references, and so, they are encouraged to keep notes of the contacts made. The HR Department oversees the required criminal background check and fingerprint requirements. No candidate is offered a position until confirmation of a cleared background check.

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### Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Statutory Requirement 8: Preferred** - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The proposed project represents an exceptional approach to Statutory Requirement 8. In her book, Why Great Teachers Quit and How We Might Stop the Exodus (2011), Kathy Farber explained that about one-third of our good teachers leave the profession in their first three years and outlined the following ideas for how to stop the flow of talented teachers out of the profession:

1. Provide leadership and growth opportunities for teachers— providing meaningful opportunities for leadership that are paid, challenging and enriching help teachers grow. These include curriculum planning, mentoring, academic coaching, action research, technology integration and professional development leadership.
2. Cultivate collaboration in schools— teachers who are provided job-embedded professional development activities such as being given time to collaborate and reflecting and developing plans to improve feel more respected and professional.
3. Create humanity in schools for students and teachers— Involving teachers in decisions that impact them and considering their needs during standardized testing and special events prevents burnout and health problems.
4. Solicit teacher feedback and use it in decision making— allowing teachers to participate in policy making and providing substitute teachers when necessary so that teachers feel a sense of empowerment.
5. Plan for a better work/life balance— streamlining paperwork processes and providing clerical support to teachers as well as providing wellness activities can improve morale and promote a healthy balance for busy teachers.
6. Create an environment that compensates master teachers who continue to grow, evolve and perform— providing compensation for midcareer and master teachers encourages teachers to continue to grow and allows them to continue to teach.

BISD classroom teachers are currently provided a wide variety of opportunities for leadership responsibilities and growth for advancement. These include:

1. **Campus Leadership Positions**— teachers are provided stipends for performing additional responsibilities in as Grade Level Leaders, Department Chairs, and Lead Teachers.
2. **Mentoring for New Teachers**— experienced teachers at each campus are assigned to serve as mentors to novice teachers and teachers new to the district. The mentor provides guidance on issues ranging from classroom management to the completion of forms and reports.
3. **Instructional Coaching Positions**— experienced teachers with a track record of success can apply to the leave the classroom and become Instructional Coaches. They work directly with campus teachers to provide demonstration lessons, non-evaluative observations, and share best practices for increasing student achievement within each content area. Instructional coaches also assist teachers with the disaggregation and analysis of student assessment results.
4. **Leading Professional Development Activities**— the Collaborative Learning Team (CLT) model was developed locally and implemented to allow teachers across the District to gather in small groups to set professional development goals, plan for new learning, and facilitate their planned learning activities. Each CLT group was assigned a “teacher leader” to guide small groups and ensure a quality product or outcome was generated by the last CLT meeting. Products range from video-embedded lessons to wikis containing classroom materials and resources.

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5. **Model Classrooms**— experienced teachers provide demonstration lessons for other teachers to share best practices in areas such as classroom management, technology integration, and content specific instructional strategies.
6. **Curriculum Development**— expert teachers are selected to participate in curriculum development activities. The development and refinement of locally developed curriculum documents has occurred in two ways. Secondary teachers are involved in curriculum development during the spring. Expert teachers take the lead in the process and play a pivotal role in developing the understanding of TEKS and instruction for novice teachers. Elementary teachers have been paid a stipend to meet during the summer for similar work. Beginning in the spring of 2014, elementary teachers will follow the model of curriculum development used by secondary teachers and will come together in the spring with entire grade levels of teachers.
7. **Delivery of Pedagogical Professional Development**— teacher leaders plan and conduct campus-wide and district-wide professional development sessions with regard to specific content areas, teaching strategies, and other instructional techniques. These sessions allow our content experts to disseminate information to their fellow teachers regarding current research and best practices in education.
8. **Trainer of Trainer Programs**— experienced teachers have been selected to serve as trainers for specialized professional development offerings so that the District can sustain learning and continue to build capacity at each campus.
9. **Grant Projects**— experienced teachers often apply for innovative grants through the Belton Educational Enrichment Foundation (BEEF). Teachers are funded for projects that they design and implement.

**Project Support, Sustain and Succeed** will expand existing pathways for teacher advancement through the addition of 18 part-time mentor teachers on the District's 5 high-need campuses with the greatest percentage of economically disadvantaged student enrollment. These new teacher mentors will be provided focused professional development on the instructional coaching model. But for grant funding, BISD could not provide these positions to support novice teachers on high-need campuses.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Statutory Requirement 9:** If seeking waiver – Describe why waiving the Identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**NOT APPLICABLE**

**Statutory Requirement 10:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**Statutory Requirement 11:** If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**NOT APPLICABLE**

**Statutory Requirement 12:** If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**TEA Program Requirement 1:** Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teacher retention, particularly in low-income schools such as those included in this proposal, is critically important. Attrition, already high among new teachers across the nation (Ingersoll, 2002), has its greatest impact in low-income schools. In a 2008 study by Planty et al., 21% of teachers at high-poverty schools leave their schools annually, compared to 14% of their counterparts in low-poverty settings. As teachers transfer within districts, they typically leave schools that enroll lower-income students to work at schools with higher-income students (Hanushek, Kain, & Rivkin, 2004). The Texas Center for Educational Research found that \$329 million is spent annually to replace teachers in the state. In addition to the financial expense related to teacher attrition, there is the disruption in instructional continuity caused by the loss of these teachers. The disproportionately high turnover rate at low-income, high-need schools erodes the quality of instruction. BISD is not immune to attrition of teachers at our high-need campuses and the corresponding harmful impact it has upon instruction and student success. Data show that from 2011 to 2013, average teacher turnover for the high-need campuses ranged from 5.66 to 7.95 percentage points higher than the average for the other campuses. The highest turnover rates in the District, 24.14% and 24.44% occurred at two of the high-need campuses, Miller Heights and South Belton Middle School respectively. In addition, all of the high-need campuses exceeded the district average for teacher transfer requests for the last three years.

BISD has been gathering data and discussing the needs of its high-need campuses, especially those with the highest percentages of economically disadvantaged students, for many years. Data sources include STAAR reports, local assessment data from curriculum unit assessments, discipline reports, PDAS observations, classroom walkthrough data, student retention rates, and PBMS reports. 2012-13 STAAR data from Texas Academic Performance Reports (TAPR) were reviewed. As indicated in the chart below, significant achievement gaps exist between students at high-need campuses and those at non high-need campuses. Students at high-need campuses scored a lower passing rate in *all* subject areas than students at the non high-need schools. The gaps ranged from 10 to 22 percentage points across all subjects with an average of 13 points.

| STAAR Subject Area | Results for All Students on High-Need Campuses | Results for All Students on Non High-Need campuses |
|--------------------|--|--|
| Reading            | 31%  | 48%  |
| Math               | 29%  | 43%  |
| Writing            | 27%  | 37%  |
| Science            | 22%  | 44%  |
| S.S. (SBMS only)   | 20%  | 36%  |

Focused data collection analysis activities and conversations with principals individually and in small group settings continue to highlight the importance of the teacher as the greatest predictor of academic success on high-needs campuses.

Needs assessment activities show that increased personnel support would have a positive effect on student achievement and teacher performance on high-need campuses. State funding inequities, fast growth demands and increasing state standards have limited the District's ability to strengthen the current structure for mentoring and induction and address improvement opportunities to reduce the achievement gap within the district. In 2008, BISD increased revenues through a Tax Ratification Election (TRE) and raised its Maintenance & Operation costs from a \$1.04 assessment to \$1.17, the highest amount allowed. Even so, the District continues to receive \$155 less per student than the state average. While \$1.5 million dollars has been allocated for additional personnel for the 2014-2015 school year, the addition of personnel needed for new campuses and projected student enrollment growth will more than exceed these costs. In fact, administrators have identified staffing needs in excess of \$350,000 above the allocated funding. Without grant funding, BISD cannot expand the number of mentor teachers and structural support necessary to develop and strengthen instructional delivery for high-need students. The District will also not be able to provide a much needed support system for first, second and third-year teachers.

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**Schedule #17—Responses to TEA Program Requirements**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

**TEA Program Requirement 2:** Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The practices identified for **Project Support, Sustain & Succeed** include differentiated compensation plans, job-embedded professional development, instructional coaching and mentoring, and coordination of teacher induction and coaching/mentoring activities. The following chart outlines the anticipated steps necessary to fulfill the plan:

| <b>ACTION STEP</b>   | <b>TIMELINE</b>              | <b>EVIDENCE</b>                         | <b>RESPONSIBILITY</b>                       |
|--|------------------------------|---|---|
| Communicate grant program to stakeholders  | April 2014                   | Sign-in sheets                          | Asst. Supt. of C & I                        |
| Develop Project Coordinator & mentor teacher job descriptions                                  | April 2014                   | Job Descriptions                        | Dir. of HR Staffing                         |
| Conduct teacher recruitment activities   | April 2014, ongoing          | Print and digital recruitment materials | Dir. of HR Staffing                         |
| Post Project Coordinator and Mentor Teacher positions funded by grant                          | April 2014                   | Position postings                       | Dir. of HR Staffing                         |
| Post and hire open teaching positions with sign-on bonuses                                     | April 2014, ongoing          | Position postings                       | Dir. of HR Staffing                         |
| Interview & hire positions funded by the grant   | May 2014                     | Employment records                      | Dir. of HR Staffing                         |
| Analyze 2014 STAAR, TAPR data  | June 2014                    | Campus planning agendas                 | Asst. Supt. of C & I<br>Campus Principals   |
| Conduct mentor teacher training regarding IC model and data analysis                           | July 2014                    | Sign-in sheets / agenda of training     | Asst. Supt. of C & I                        |
| Determine, plan & implement PD   | July 2014, ongoing           | Training agendas                        | Asst. Supt. of C & I                        |
| Develop mentor teacher standards - number of classroom visits, time spent with novice teachers | August 2014                  | Schedule of expectations                | Asst. Supt. of C & I<br>Exec. Dir. of C & I |
| Communicate criteria for retention bonuses to teachers at project schools                      | August 2014                  | Meeting agendas                         | Exec. Dir. of HR                            |
| Communicate mentor teachers' roles and scope of work to project school staff                   | August 2014                  | Meeting agendas                         | Exec. Dir. of C & I                         |
| Conduct weekly meetings with mentor teachers, ICs, C & I staff                                 | August 2014, ongoing         | Meeting agendas                         | Asst. Supt. of C & I<br>Exec. Dir. of C & I |
| Analyze C-PALLS (Pre-K) assessment data  | August 2014                  | Planning agenda                         | Asst. Supt. of C & I                        |
| Analyze district transfer rates, district & state turnover rates                               | September 2014, ongoing      | Turnover, transfer rate data            | Exec. Dir. of HR                            |
| Conduct mentor teacher training regarding local expectations for Instruction                   | September 2014               | Training walkthroughs                   | Exec. Dir. of C & I                         |
| Monthly meetings with Principals to review instructional improvement and assessment data       | September 2014, ongoing      | Meeting agendas                         | Project Coordinator                         |
| Analyze correlation between instructional observations and local assessment data               | November 2014                | Observation data, assessment data       | Project Coordinator<br>Mentor Teachers      |
| Analyze correlation between instructional observations and benchmark assessment data           | February 2015                | Observation data, benchmark data        | Project Coordinator<br>Mentor Teachers      |
| Analyze correlation between instructional observations and local assessment & STAAR data       | May 2015                     | Observation data, assessment data       | Project Coordinator<br>Mentor Teachers      |
| Analyze data and provide retention bonuses   | June 2015                    | Data, bonuses                           | Exec. Dir. of HR                            |
| Collect feedback from teachers   | September 2015, ongoing      | Information collected                   | Exec. Dir. of HR                            |
| Advertise and pay early incentive bonuses  | October 2014 – February 2016 | Bonuses                                 | Exec. Dir. of HR                            |

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements (cont.)**County-district number or vendor ID: **014-903**

Amendment # (for amendments only):

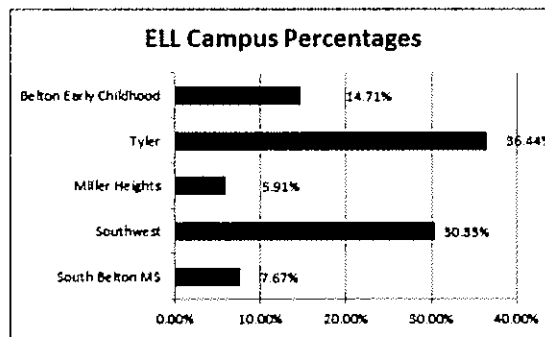
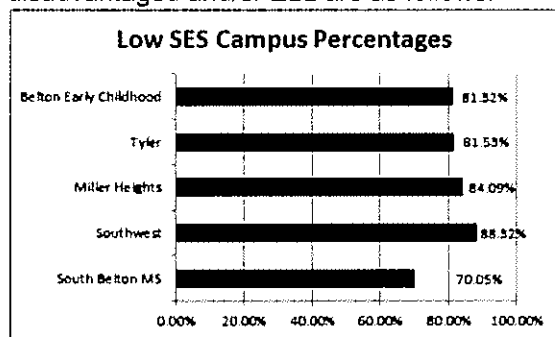
**TEA Program Requirement 3:** Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Director of HR-Staffing and Asst. Supt. for C & I conducted a planning meeting with the Supt., Executive Director of C & I, and the Director of Elementary C & I in early December to review grant requirements and discuss future planning activities to guide the development of the grant program. Feedback and support for the general program parameters was then gathered from the following groups:

- **Campus Principals**—Individual meetings were conducted with principals of BISD's five highest-need campuses Between January 7 and 17, 2014, to garner support and get feedback on program objectives. Possible grant Initiatives were discussed and principals were asked to provide ideas and feedback. Each principal was enthusiastic and supportive of the objectives and proposed activities and offered suggestions.
- **District Wide Educational Improvement Committee (DWEIC)**—The District's instructional improvement committee of teachers, parents, business, and community members were provided an overview of the grant program and proposed activities on January 13, 2014. The DWEIC encouraged the submission of the grant and made additional suggestions for strengthening planned activities. They suggested retention bonuses at high-need campuses and the use of substitute teachers to grant our teachers the flexibility of conducting peer observations during the school day.
- **Administrative Team Meeting (ATM)**—Discussion of the grant and proposed activities occurred with district and campus administrators on January 14, 2014, as an agenda item for the regularly scheduled ATM. Administrators expressed excitement for the program, especially for the addition of mentor teachers. Principals identified the additional support for instructional coaching as a high priority. Specifically, the administrators favored the mentor teacher model in order to build capacity among the faculties at high-need campuses.
- **Campus Teachers**—The Director of HR-Staffing and campus principals provided an overview of the grant program and proposed activities at all five high-need campuses during grade level planning meetings or as a part of campus weekly staff meetings during the week of January 13. Buy-in and support was received from the teachers at all five campuses included in grant planning. Teachers expressed appreciation for the additional support and focus of the District's high need campuses. Teachers also suggested offering retention bonuses to honor longevity and hiring mentor teachers who are content-area experts.

**TEA Program Requirement 4:** Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed EEIP project will focus on 5 of the District's 14 campuses beginning in the 2014-2015 school year. **Grant activities will target high-need campuses that have a 70% or greater economically disadvantaged student enrollment.** In addition, four of these campuses have a high percentage of English Language Learners (ELL). These campuses have the greatest teacher recruitment and retention needs. Participating campuses and % economically disadvantaged and/or ELL are as follows:



Tyler Elementary will be relocated to a newly constructed building and receive the new name of Chisholm Trail Elementary beginning in the fall of 2014. Pre-K and PPCD students will be consolidated into the Belton Early Childhood School (formerly Tyler Elementary Building) effective the fall of 2014.

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